MEMORANDUM

Date: January 17, 2013

TO: All Faculty Senate Members

FROM: Ida Cook
              Chair, Faculty Senate

SUBJECT: Faculty Senate Meeting on January 24, 2013

Meeting Date: Thursday, January 24, 2013

Meeting Time: 4:00-6:00 p.m.

Meeting Location: Student Union Key West, Room 218

A G E N D A

1. **Call to Order**

2. **Roll Call**

3. **Approval of Minutes of** *November 15, 2012*

4. **Announcements and Recognition of Guests**

5. **Report of the Provost**

6. **Old Business**

   - GEP Changes – *Diane Chase*

7. **New Business**

   - Resolution 2012-2013-3 Encouraging Funded Interdisciplinary Research *(from the Budget and Administrative Committee)*
   - Study Abroad and Faculty Compensation

8. **Committee Reports**

   - Budget and Administrative Committee – *Robert Dipboye*
   - Personnel Committee – *Kathryn Seidel*
   - Parking Advisory Committee – *Alex Tamasan*
   - Undergraduate Council – *Kelly Allred*
   - Graduate Council – *Jim Moharam*

9. **Other Business**

10. **Adjournment**

Faculty Senate Meeting
Minutes of
November 15, 2012

Ida Cook, Faculty Senate Chair, called the meeting to order at 4:00 p.m. The roll was circulated for signatures.

ANNOUNCEMENTS
Diane Chase, executive vice provost, provided an update on the general education core committees. The discipline committees met and discussed learning outcomes/competencies and what kinds of classes should be included in the general education program. The discipline committees will be meeting again to further the discussion. Arlen Chase, who is serving on the Social Sciences committee, reported that the community colleges and universities are divided as to what level of courses should be included in the GEP. Kathy Seidel, who is serving on the Communications committee, reported that the committee is in agreement about the competencies, but it is difficult to get consensus about the specific courses to be included. Diane Chase reported that the Sciences committee is encountering some of the same issues. The GEP Steering committee is discussing how to determine whether a higher-level course should be counted toward the GEP. More information about the GEP core committees is available at http://www.fldoe.org/articulation/hb7135gep.asp.

MINUTES
Motion to approve the minutes of October 18, 2012 was made and seconded. The minutes were approved as recorded.

REPORT OF THE PROVOST
Tony Waldrop, provost and executive vice president, announced the following:
- The Board of Governors met last week and approved the Master of Science in Engineering Management degree.
- The governor's Blue Ribbon Task Force on State Higher Education Reform is now available online at http://www.flhighered.org.
- There has been discussion about forming a state-wide centralized online university, and the Parthenon group was hired to evaluate the possibilities.
- The Women's Research Center will be renamed the UCF Center for the Success of Women Faculty.
- There will soon be an announcement about the outcome of the search for Vice Provost and Dean of Graduate Studies.
- The searches for the Dean of the College of Engineering and Computer Science and the Vice Provost for Regional Campuses are underway. Waldrop encouraged faculty to attend the open sessions and provide feedback.

OLD BUSINESS
Resolution 2012-2013-1 Approval of the Proposed Student Perception of Instruction Form
Cook read aloud the Be It Resolved clause and opened the floor for discussion. Motion made to change the word "instruction" to "instructor" in SPOI item 9. Motion seconded and carried. The

Senate proceeded to vote on the resolution. The resolution, including the proposed SPOI, was unanimously approved. The approved resolution is attached.

Resolution 2012-2013-2 Fair and Equitable Treatment and Benefits for University Personnel
Cook read aloud the resolution from the Steering Committee and called for discussion. None followed. The Senate proceeded to vote. The resolution was unanimously approved.

Resolution 2012-2013-2 Fair and Equitable Treatment and Benefits for University Personnel

Whereas, the UCF Faculty Senate, university administration, and Board of Trustees have previously recognized and endorsed diversity and non-discrimination; and

Whereas, the UCF Faculty Senate has affirmed that fair and equitable treatment of university personnel should exist; and

Whereas, the policy of endorsing the extension of benefits to university registered domestic partners ensures equity and non-discrimination for university personnel,

Be It Resolved that the UCF Faculty Senate recommends the extension of benefits to university registered domestic partners.

COMMITTEE REPORTS
Budget and Administration – *Robert Dipboye*
The committee is working on resolutions on post-tenure evaluation and the importance of non-STEM disciplines.

Personnel – *Kathryn Seidel*
The committee is discussing issues with TIP, RIA, and SoTL. One issue being discussed is changing the eligibility criteria so that class size is not a variable in determining eligibility.

Parking Advisory – *Alex Tamasan*
The committee sent a resolution to Steering regarding equalizing the costs of hang tags. The resolution was returned to committee by Steering and the committee is working on revisions. Waldrop noted that Vice President Bill Merck is interested in discussion the issue with the committee.

Undergraduate Council – *Kelly Allred*
The committee is meeting and conducting normal business. No specific issues to report.

Graduate Council – *Jim Moharam*
Appeals Committee: Committee met on 10/25 and 11/8. Next meeting is scheduled for 11/29.
Curriculum Committee: Committee met on 10/29. Next meeting is scheduled for 11/19.
Policy Committee: Committee met on 10/24. Next meeting is scheduled for 12/5.
Program Review and Awards Committee: Committee met on 11/2. Next meeting is scheduled for 11/16

No specific issues to report.

Detailed activities of Graduate Council Committees (meeting schedule, agenda, and minutes) are available at http://www.graduatecouncil.ucf.edu/.

Ad hoc Grading Scale – *Ida Cook*
The committee has agreed to recommend that a pass/fail/honors option be considered only for the graduate level. The committee members are currently gathering feedback from their colleges on whether the colleges would be interested in utilizing the pass/fail/honors grades.

ADJOURNMENT
The meeting adjourned at 4:35 p.m.

Resolution 2012-2013-1 Approval of the Proposed Student Perception of Instruction Form

Whereas, the Faculty Senate has previously endorsed the use of multiple measures in addition to the Student Perception of Instruction in the evaluation of faculty; and

Whereas, the revisions to the Student Perception of Instruction form have been pilot tested and evaluated; and

Whereas, the analysis of results from the tested Student Perception of Instruction form identified several items that contributed little additional information due to low correlation; and

Whereas, the purpose of the Student Perception of Instruction is primarily to provide a mechanism to assist faculty in improving their teaching; and

Whereas, the Faculty Senate has considered these factors and a final revision has been reviewed,

Be It Resolved, that the Faculty Senate hereby approves the final revisions to the Student Perception of Instruction form.

Student Perception of Instruction

Instructions: Please answer each question based on your current class experience. You can provide additional information where indicated.

All responses are anonymous. Responses to these questions are important to help improve the course and how it is taught. Results may be used in personnel decisions. The results will be shared with the instructor after the semester is over.

Please rate the instructor's effectiveness in the following areas:

1. Organizing the course:
    a) Excellent   b) Very Good   c) Good   d) Fair   e) Poor

2. Explaining course requirements, grading criteria, and expectations:
    a) Excellent   b) Very Good   c) Good   d) Fair   e) Poor

3. Communicating ideas and/or information:
    a) Excellent   b) Very Good   c) Good   d) Fair   e) Poor

4. Showing respect and concern for students:
    a) Excellent   b) Very Good   c) Good   d) Fair   e) Poor

5. Stimulating interest in the course:
    a) Excellent   b) Very Good   c) Good   d) Fair   e) Poor

6. Creating an environment that helps students learn:

      a) Excellent   b) Very Good   c) Good   d) Fair   e) Poor

7. Giving useful feedback on course performance:

      a) Excellent   b) Very Good   c) Good   d) Fair   e) Poor

8. Helping students achieve course objectives:

      a) Excellent   b) Very Good   c) Good   d) Fair   e) Poor

9. Overall, the effectiveness of the instructor in this course was:

      a) Excellent   b) Very Good   c) Good   d) Fair   e) Poor

10. What did you like best about the course and/or how the instructor taught it?

11. What suggestions do you have for improving the course and/or how the instructor taught it?

Initial Short Term Study Abroad
Guide 2012-2013

The main purpose of UCF study abroad programs is to enhance the quality of academic programs by adding well-designed experiences that take place outside of the USA. UCF study abroad programs are expected to go beyond the on-campus or online experience by integrating learning objectives that are tailored to take advantage of the abroad location. In addition to being academically sound, the programs must also be safe, logistically and financially achievable, and marketable to the UCF student population.

Study abroad program development and administration at UCF is a cooperative venture that includes students, faculty, academic departments and colleges, OIS and other administrative units. However, according to UCF policy 2-902, OIS is ultimately responsible for the administration of programs to promote program consistency and quality and ensure compliance with UCF academic and administrative policies, as well as state and federal mandates. The following document is an initial guide for faculty who are interested in leading a short term study abroad program.

Summary of the Process

The following is a summary of the process for developing and implementing a short term study abroad program at UCF:

1) Interested potential program leaders attend the appropriate training required by OIS and collect the required program approval forms (see attached). Program leaders are expected to attend training one year in advance. Training dates are posted at www.international.ucf.edu and www.studyabroad.ucf.edu.
2) The leader develops the proposed academic content and begins a discussion with OIS and his or her unit about the program.
3) The leader completes the required forms and submits the Initial Proposal for the program. The Initial Proposal must be approved by the chair or director of the academic unit that will host the courses associated with the program.
4) OIS reviews the feasibility of the proposal and, if appropriate, moves forward with the planning process. At this time, the program is listed on the study abroad website as a future program.
5) The program leader works with OIS to develop a tentative itinerary. The program leader creates an account on the study abroad website so he or she can access, review and evaluate the student applications.
6) OIS develops an initial budget and sends it, along with the course scheduling request, to the department and college for signatures. After the initial budget has been approved, the program leader returns it along with an approved course scheduling request and the course's syllabus. Once all three documents have been received by OIS, the program will be moved to the short term programs website and prospective students are notified that the program is accepting applications.
7) The viability of each program is evaluated by the application deadline. OIS informs the program leader and the department chair if the minimum number of participants has been met. If not, the program is either cancelled or altered to reduce the costs enough to make it viable with the existing number of applicants. Programs that are not financially feasible are cancelled. All fees collected for cancelled programs are refunded to the applicants.

8) If the number of applicants meets or exceeds the minimum number of students after the application deadline, OIS prepares a final budget with all the current information and prepares the necessary paperwork to initiate the vendor payment process. OIS proceeds with any deposits and payments to vendors. This process is lengthy; but OIS will keep you posted on the progress.

9) Students apply online. The online system alerts the program leader when a prospective participant has submitted an application. The program leader is expected to have direct contact (personal contact is preferred) with the prospective participant to ensure that she or he is a good candidate. If the program leader approves the applicant, the prospective participant is sent an email notifying him or her of the approval; requesting that they reconfirm their application. This email asks the prospective participant to confirm that he or she is prepared to participate in the program and understands that program fees will be posted in the student's account. If the student does not reconfirm, the application is considered inactive. If the student reconfirms, the application fee is posted to the student's account and the student starts receiving information about activities, orientations and resources associated with the program.

10) Program participants pay study abroad fees to Student Account Services in the same way as all other university fees. Posted fees are expected to be paid within 30 days of the due date. Student payments and fulfillment of the requirements are tracked by OIS.

11) The program participants and leaders attend pre-departure orientations. These orientations are set up to discuss expectations, health, medical insurance and safety and are not intended to be program specific. You are encouraged to have additional orientations specifically designed for the program to answer academic and logistical questions.

12) Toward the end of the program, the participants will be asked to complete a program evaluation. You will receive access to the evaluations after the grades have been submitted.

13) Once the program is finished, the program leader must submit receipts and paperwork needed for processing of the Group Reimbursement Voucher. This voucher is submitted to Finance and Accounting within 10 days of the end of the program. UCF Finance and Accounting evaluates and provides a reimbursement to the program leader for any money owed or assesses any overpayments. When the travel reimbursement process is complete, OIS closes the program, and creates a summary memo to submit to the leader, chair and dean of the college.

14) The program leader must complete an end of program report and submit it at the same time that the receipts are submitted for the R/V.

15) Since the programs are funded by student fees, any funds left remaining at the end of the program (over $100 per student) is refunded to the students. If the surplus is less than $100 per student, the amount is transferred to the OIS scholarship account.

Before the Forms and Documents

Before you spend time and effort with forms and documents, think about and write some notes regarding the following questions:

1) Why are you interested in developing an experience abroad for UCF students? Leading a program abroad requires a substantial commitment of time and effort. There are many expectations from the program leader. Your answer should be associated with how you want to enhance the quality of the education of the students in your program. If not, there may other options to achieve your goals. Discuss your interests with OIS staff as they may help you identify more appropriate options.

2) What do you expect the students to gain from this experience (ie., what do you expect the students to know, understand or do during and after the program)? List at least a couple of learning outcomes. They should be specific, measurable and take advantage of a location abroad. Just like on-campus, academic credit for study abroad and grades are expected to be based upon an assessment of the learning achieved. For example, engineering students exposed to a new culture could describe how specific cultural sensibilities affect the design for products or structures; a legal studies program may compare and contrast a legal system to the U.S.; a biology student could describe the characteristics of an ecosystem, or the impacts that human activities have had on an ecosystem. In addition, students participating in a study abroad should develop other abilities which may not be linked to their disciplines. For example, students may gain the ability to communicate better in another language; navigate through unfamiliar landscapes; or quickly react to unexpected circumstances. They may also be expected to understand the value, in context, of the local knowledge and contributions.

3) What would attract students to a program like the one you visualize? Try to gauge interest from their perspective. Also, remember that students will be paying a premium for this program. Will it be worth the program fee? Be realistic.

4) How do you see the proposed course or program fit with the Academic Learning Compacts of the degrees in your department, and what benefits will the program bring to the department's curriculum or the strategic plan? Will courses associated with the program be part of a major, minor or university requirement? Will they be electives in the discipline? Will the program generate credit hours for your department or college?

5) Are there up-front costs that the department, college or OIS will be expected to cover (site visits, permits, etc.)?

6) Why are you selecting this destination? Are you an expert on this location or region? Does this site have features that are uniquely beneficial to your topic area? How familiar are you with your destination? What do you think will be the greatest advantages and challenges for this location in relationship to the program?

7) How many students would be appropriate for the program? How many can you realistically handle coordinating and teaching abroad? How many participants will your department require?

Academic Concerns

Academics are at the core of study abroad programs. The programs are expected to be consistent and further the university's curriculum and enhance the learning outcomes for their associated degree programs (majors, minors or certificates). Academic Learning Compacts for UCF degree programs are found at http://www.oeas.ucf.edu/alc/academic_learning_compacts.htm. Learning Outcomes Worksheet (Form 1) is the initial point in the development of a study abroad program.

Study abroad leaders are expected to be qualified to be instructors of record for courses delivered abroad. A discussion of faculty qualifications for instructors of record can be found at http://afia.ucf.edu/fq/.

Associated Coursework

Developing a syllabus (full course) or a lesson plan (multidisciplinary module) is a good start. The syllabus will be posted on the website as part of the program description. The Faculty Center for Teaching and Learning (FCTL) provides resources and assistance in syllabus development. An effective syllabus includes:

1) Specific learning outcomes;

2) Instructional activities (ie. lectures, field trips, papers, journals and presentations) intended to make the most out of the experience. Keep in mind that location may have an effect on the chosen instructional activities. For example, if students are tired, they may not be able to concentrate as well. Select activities that take advantage of the site. If you have a multi-site course, keep in mind the effects of travel in terms of time and body fatigue.

3) Assessment and grading – Remember the challenges of location when deciding your assessment scheme. For example, written exams may require concentration and that can be difficult in a traveling program. The order of activities, such as specific reading or writing assignments, can be structured to gain the most out of particular sites.

4) Clearly articulate the way you will assess how well the participants have achieved the objectives and what this means in terms of grades. For example, you may want to develop what would be considered an "A in participation" more thoroughly.

Courses associated with a study abroad are expected to be as rigorous and use the same standards as those delivered on campus. The credit hours associated with these courses are based upon a minimum of 15 contact hours per credit. Contact hours can be defined as "any activity in which the students are engaged with the learning objectives of the course" (Spencer and Tuma, p. 73). These activities may include lectures, field work, guided information gathering and group trips, among others. While almost all experiences in country (such as family stays or traveling to a nearby city for sightseeing) provide a learning opportunity, non-directed learning opportunities should not be counted for this purpose. To ensure coherence in student assessment, it is important to document how the activities are linked to the program's learning objectives.

These courses may be versions of existing courses that have been modified to integrate a particular set of locations and experiences abroad, or they can be developed to enhance existing curriculum. The academic approval process for courses to be delivered as part of a short term study abroad program is the same as the one used for the particular department at UCF.

The courses are part of the regular UCF schedule for the term within which the abroad experience will happen. However, courses that are delivered through this vehicle must be clearly labeled in PeopleSoft. They are built "closed" to avoid students who are not part of the program registering for them unintentionally. After the courses get the appropriate academic approvals, the department or college scheduler adds them to the course schedule. To ensure that they contain the correct information, OIS reviews them and then forwards them to the college scheduler, as appropriate. OIS uses Course Scheduling Request (Form 2) to manage the course information.

Program Logistics

You will be assisted by OIS staff with all aspects of the program's logistical planning. The following are some logistical factors to be considered during the prospective stage of the program:

A) Program Length:
   The program should be long enough to achieve its instructional objectives, but not so long that the students grow weary. The average length of a UCF short term program is four weeks. The length of the program is associated with its cost and financial viability. Typically, the longer the program the higher the cost; however, that is not always true. For example, a longer program in winter may be cheaper due to lower demand on housing and flights. Also, you can reduce the time in country and maintain the length of the program by incorporating meeting time in Orlando before and after travel to frame the experience and debrief.

B) Instructional Activities and Free Time:

Regular lectures, site visits, excursions, presentations or lectures by locals, and field trips are all good options to take advantage of. The choice of activities should be consistent with the intended learning objectives. You may also want to develop activities that do not include direct supervision; but require results, such as student presentations to the class or a written assignment about a local site, neighborhood or people. Be mindful of the number of activities. Too many trips and activities may become complicated, tiresome, overwhelming and costly for the students. Allow flexibility and unstructured time in the schedule for students to do things on their own; you will also need the respite. Some students are more adventurous than others, so you may have to encourage the others to interact with the place. This is a good opportunity for learning and may promote independence and decision making skills.

All participants are expected to register for course work associated with the program.

C) Transportation:
Program-related transportation is divided in two parts: the trip from the U.S. to the destination abroad and the on-site or local transportation. On a side note, if you plan to incorporate personal travel into the time that you are abroad, communicate that early in the process to OIS staff. Your travel costs are paid by the students. We make every effort to minimize the cost, passing along the savings to them. Do not book your own flight.

You may incur personal expenses if you book your flight without the involvement of OIS.

In most cases, students book their own travel and are instructed to meet at a designated time and place. If it is essential that program participants fly together, then there is an option for a group flight. For destinations where travel options are limited or irregular, it may be advisable to set up group flights. This increases the program fee and can create additional challenges; but is an option. For planning and security reasons, all participants are required to provide OIS with a copy of the airline issued flight itinerary before they leave the USA.

Selecting the options for local transportation and how to incorporate them into the budget and itinerary is more complicated. When making this decision, OIS will consider (among other issues) the program site(s), the potential size of the group, the safety of the place, the average language skills of the participants, your familiarity with the site and cost. OIS will communicate with you while developing and evaluating options and their costs. For example, if the place is relatively safe and there are abundant choices for public transportation, you may want to use it rather than trying to arrange for buses or transfers. Public transportation can be incorporated into program orientations and may provide a hook for interesting discussions.

Sometimes students can get discounts on their own that are not available to groups. In other cases, there are discounts for educational groups but not for individuals. Furthermore, there may be local transportation surcharges for foreigners.

If the group will be in a place where no one speaks the language, your options are more restrictive. In those cases, it may be more appropriate to depend upon an agreement with a partner institution or a vendor.

OIS will communicate directly with vendors to make all arrangements. Program leader suggestions or preferences for vendors will be considered; however, OIS makes the final decision regarding vendors to use for programs in accordance with UCF administrative and financial policies.

D) Lodging:
Lodging is probably the largest expense of a study abroad program. It is also one of the most contentious issues with participants. Whichever choice is made, participants must be made aware not only of cost, but of what to expect. For example, share with the students that the place is "historic" otherwise it may be perceived as "old." If the program is in Europe, talk about the different use of space - otherwise the rooms may be "too small." Discuss climate and why it may not make sense for the place to have air conditioning and/or heating. If you are partial to using family-stays, discuss cultural differences and intercultural conflict. OIS assists you in evaluating options and their costs. The Study Abroad Handbook for Students also addresses some of these issues. Clear expectations, consistent information, and communication will go a long way in reducing student complaints while abroad.

E) Currency:
Currency fluctuations are an important consideration when selecting a site and planning for a study abroad. They will affect the feasibility of a program. Trends and projections may serve as a guide but by the time the program begins the reality may be quite different. When developing the initial budget, OIS determines a realistic conversion.

F) Immigration:
All participants in a study abroad program must have a passport that will be valid at least 6 months after the end date of the program. OIS follows the published regulations on visas for the program location. Getting around a posted requirement for a student visa by asking the students to enter the country as tourists is not permissible and can place the program and students in jeopardy. OIS staff provides orientations to assist students with the visa process as needed. Furthermore, visa regulations may change with little notice and may have different interpretations at different consulates or on embassy websites. We expect assistance from program leaders to enforce visa regulations. For more information about traveling abroad, visit the U.S. Department of State Website.

Non-U.S. citizens may have different travel requirements for the program's destination(s). There may be visa requirements in the host country as well as additional restrictions and procedures to follow in order to comply with the U.S. visa requirements. More information about the visa requirements for different countries is available on the websites of the host countries. Assistance with U.S. immigration issues can be found at the UCF International Services Center website (http://www.intl.ucf.edu/). OIS staff also assists the program participant with the process.

G) Third Party Providers:
There are service providers whose expertise may be useful in developing a program for a particular country. Some examples of providers are local universities, language institutes, specialized study abroad centers, travel agencies, and tour operators. Providers range from partner institutions that may administer all aspects of the program to vendors that will administer guided excursions. One important advantage to using local vendors is their expertise with the country or region; especially if the program leaders involved with the program are not very familiar with the place, language and culture.

The use of program providers must be consistent with UCF purchasing and administrative policies and regulations regarding vendors. OIS will work directly with all vendors to make and pay for program arrangements. Additionally, program leaders must comply with the regulations requiring the reporting of any potential conflicts of interest associated with the use of vendors abroad http://www.facultyrelations.ucf.edu/.

Safety and Crisis Management

All program leaders become Campus Security Authorities (CSA) for the duration of the program. This role is a requirement of the program leader. If you are unable or unwilling to fulfill the duties and requirements outlined to become a CSA, then you will not lead a program. To become a CSA, you will need to complete an annual one-hour training course that explains your role and responsibilities as they pertain to the Clery Act. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, commonly known as the Clery Act, (US Code of Federal Regulations at 34 CFR 668.46) is a federal law that addresses reporting of crimes to the university community.

You are required to report all health and safety issues to OIS no matter the severity. Failure to report will likely result in disqualifying you to lead a UCF program in the future. You will learn more about the details of the reporting requirements at the mandatory pre-departure orientation for program leaders.

The safety and welfare of UCF study abroad participants is of utmost importance and should be considered in all decisions associated with a program. This starts with site selection. UCF policy is not to lead or promote a study abroad opportunity to any country listed under a Travel Warning issued by the U.S. State Department (http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html). Students who decide to attend a program in one of these countries that is not affiliated with UCF do so at their own risk. All UCF administered programs have clear policies for safety and crisis management, as well as emergency response plans which are developed in conjunction with the program leader. They include the following issues:

1) Summary description of the site and known hazards (ie., geophysical, health, safety) that may affect it;
2) Level of vulnerability to hazards identified;
3) Information about local crime patterns;
4) Social-political stability;
5) Known health/disease threats/patterns;
6) Health care system and access;
7) Vaccination/inoculation requirements of the region;
8) Housing/living conditions;
9) Food and water safety;
10) Transportation system;
11) Defined roles and responsibilities (OIS, program leader, in-country partner, students) for the following:
   - a) Initial response to crisis;
   - b) Contacting emergency medical and health services;
   - c) Communications before, during and after a crisis event;
   - d) Site evacuation or country evacuation;
   - e) Communicating with media (including rumor control) and parents within the parameters of the Family Educational Rights and Privacy Act (FERPA);
   - f) Documentation and record keeping;
   - g) Standard operating procedures for dealing with emergency communications;
   - h) Housing and transportation during an emergency;
   - j) Repatriation.
12) Criteria and procedures for program cancellation due to emergency or crisis.

Insurance:

The program leader and all participants in a UCF study abroad program must have health, medical evacuation and repatriation of remains insurance coverage as part of the program. The insurance costs are rolled into the cost of the program for the participants and is purchased in advance of the program for the group by OIS. Travel insurance is not provided but it is recommended to address potential changes in schedule, lost luggage, etc.

Responsibilities

Implementing a study abroad program at UCF is a collaborative endeavor that involves students, faculty, departments, colleges, OIS and administrative offices. The responsibilities for the different parties are as follows:

A) Program Leader:

The main responsibility of the program leader is the development and delivery of the academic content. Program content must be consistent with the curricular goals and the Learning Compacts of the sponsoring academic department(s). As noted previously, the initial focus should be on learning outcomes. The program leader also develops (in collaboration with OIS) an initial itinerary of activities expected to achieve the learning outcomes. This itinerary is the basis for the initial budget.

Program leaders with contacts abroad and who would like to use those contacts as vendors should provide the contact information to OIS. Personal negotiations between the program leader and a vendor are prohibited. OIS is the liaison with the vendor abroad. OIS will keep the program leader informed of the administrative actions taken in relationship to the program, unless the leader has specifically requested not to be contacted.

The program leader works with OIS in the development of the initial budget. The initial budget is based upon the expected expenses abroad; no unit will earn a profit from the program. The budget covers all program expenses and fees. Program leaders are not authorized to collect funds directly from the students. Doing so creates a financial liability for you personally. The university has very specific procedures for handling money and has specifically authorized collection sites.

Program leaders must take an active role in promoting the program they are leading; including taking part in the OIS marketing activities (ie. Study Abroad Fair). The program leader must meet with prospective students (via Skype if necessary) upon receiving their application to the program. The program leader must approve, decline or wait-list the applicant in a timely manner according to the program's criteria. Meeting with participants, in-person or online, will help start developing group cohesion and identifying dynamics which may create problems abroad. While in country, the program leader is responsible for academic issues and for ensuring the safety and welfare of the participants.

Program leaders will attend a mandatory leader-specific pre-departure orientation; complete the UCF Travel Guidelines (FPO123) course prior to the program departure date; and will serve as the CSA (see Safety and Crisis Management for additional details) for the duration of the program. Failure to comply with these requirements will jeopardize your ability to lead a program in the future.

B) OIS:

OIS is responsible for the overall management of the study abroad programs at UCF. The specific responsibilities include financial administration, documenting all expenses appropriately, and ensuring compliance with UCF policies and regulations, as well as state and federal mandates. OIS is responsible for developing the initial budget (in collaboration with the program leader) upon which the program fee will be set, the final budget for submitting the purchase order, and completing the

closing document and distributing that summary to the program leader, chair and dean. OIS administers the outgoing participant process and serves as liaison to institutions abroad regarding program implementation. OIS takes all appropriate actions (in partnership with the program leader) to ensure that students are safe and reduce liability to UCF. The office also develops the program website, marketing materials, and promotes the program to potential participants. OIS develops and maintains study abroad policies and procedures, as well as informs and collaborates with other units: academic, student and administration. In addition, OIS will coordinate all payments to vendors; work directly with vendors and institutional partners on behalf of the program; coordinate pre-departure orientations; collect all necessary documentation from participants needed for the program; provide support to program leaders; and schedule and ticket and travel arrangements as needed for the program.

OIS also retains the authority to remove any student from a program for non-compliance; or if the student is found to be in poor standing with the institution regarding code of conduct, academics or financial concerns.

C) <u>Academic Departments and Colleges</u>:
Academic departments and colleges are expected to ensure that the academic content of a study abroad program is consistent with UCF standards. They are also responsible for the contracts and teaching salary for the program leader. Course schedulers work with OIS to build appropriate courses for the programs. College and departmental advisors are also expected to discuss any potential impacts that participation may have on student academic progress with program participants.

D) <u>Other Units</u>:
While OIS prepares the information and paperwork necessary for payments abroad, it is Finance and Accounting who processes all payments and reimbursements. While OIS posts fees to a student's account, it is Student Account Services who collects and manages student payments. UCF Travel monitors and approves all travel for consistency with UCF (and State of Florida) travel policies. The UCF Registrar is responsible for maintaining student records and properly labeling courses taken as part of a study abroad. The Office of Student Financial Assistance provides assistance to students about using financial aid for study abroad purposes and disburses OIS administered scholarships. The Health Center provides a Travel Clinic, which administers immunizations and provide necessary health related information. Student Disability Services assists students with disabilities who may be participating in a program.

Important Considerations

Student Fees and Allowable Expenses
Participants in UCF study abroad programs pay tuition and a program fee which covers the additional expenses associated with the delivery of the program. The program fee is used to pay for services that are directly provided to the student; examples include housing, transportation, some meals, excursions, etc. The actual services for each program are listed in the program specific information page on our website. The program fee also covers reimbursement of the travel expenses for the program leader(s) accompanying the group. Reimbursable costs may include meals and incidental expenses as outlined in the initial budget. Lodging is not typically a reimbursable cost because it is usually paid for in advance by OIS. The program leader must discuss compensation for the teaching duties associated with the courses taught abroad with the sponsoring department. Finally, the program fee includes an

administrative fee for OIS that is used for the administrative expenses associated with development and administration of the programs.

Program Leader Travel and Per Diem

The program leader will complete the UCF Travel Guidelines (FPO123) prior to the program departure date. It is only necessary to complete this course once unless significant changes are made to the policies and procedures which would warrant taking the course again.

The per diem rates for foreign travel can be found at the U.S. Department of State website (http://aoprals.state.gov/content.asp?content_id=184&menu_id=78). Participants in short term programs pay for the program leader's travel. In fact, the program leader's travel expenses are one of the largest costs in a program's budget. If you want to make the program more competitive and financially accessible, keep your costs realistic. This does not mean that you are expected to pay for your own expenses. However, the per diem rates for some areas are much higher than what the expected costs are for the program.

The Meals and Incidentals (M&IE) Rate is further allocated based on the DOS Federal Travel Regulation, Chapter 301, Appendix B (found at http://aoprals.state.gov/content.asp?content_id=114&menu_id=81). UCF allows the allocation for meals without a receipt. However, you must turn in receipts for incidentals (i.e., taxis, laundry, phone calls) and only if they are included as part of the initial budget. You will need to keep your ticket stubs for the flight and any in-country transportation (train, bus, taxi) that was not purchased in advance by OIS. Otherwise, UCF Finance and Accounting will not approve the reimbursement. Also, you will not be reimbursed for complementary meals that are provided with the program (for example, when the lodging provides breakfast). You may not be reimbursed for paying for meals for students or colleagues unless this was included as part of the initial budget. Because insurance is provided for the students, reimbursing medical receipts such as medicine is not a reimbursable expense. Finally, since the study abroad program is submitted as "group travel," the reimbursement will require documentation of travel for the entire group. OIS and the Travel Office will provide information and advise you to ensure that you are aware of the travel regulations.

Do not purchase air travel tickets in advance. Flights are not purchased until the minimum number of students has been reached. If you would like to lock-in a rate, contact the OIS to make sure that a Travel Authorization Request has been issued for the program and ask OIS to purchase your tickets with a UCF Purchasing Card (pcard) at the appropriate time.

As much as you are able, avoid late decisions about activities. You should not be paying for activities that are not included in the initial budget. Unbudgeted amounts will take away at your potential reimbursement. If logistical difficulties arise while in country, please contact OIS and we will work with you to resolve them. Finally, if you are using a UCF pcard, you must comply with the restrictions for its use. Make sure that the approval process has been changed to the program account and that OIS is able to approve your expenses while in country.

Advance on Expected Travel Expenses

Program leaders receive an advance for the allowable meal allocations before departing the USA. This advance request is submitted to Finance and Accounting at least 28 days before travel begins. This advance is posted to the program leader's direct deposit account no earlier than seven days before the travel is scheduled to begin. OIS prepares the advance form, but it requires the signature of the leader. It is important to remember that the advance will be deducted from the allowable reimbursement when the reimbursement voucher is submitted. Finally, if you get an advance from Finance and Accounting

and do not submit the appropriate receipts and paperwork, UCF will collect the amount of the advance from your regular pay.

Program Evaluations
All study abroad programs are evaluated, just as any on-campus course. An online evaluation form has been developed for the programs. The participants are contacted directly by OIS to complete an evaluation. Program leaders receive feedback after all grades have been submitted.

References

Gray, Kimberly, et al. (2002) "Assessing Study Abroad's Effect on an International Mission." <u>Change</u> 34:3:44-51.

Howell, James (2007) Hoffa.

Office of International Programs (2000) "Faculty Handbook for Planning Short Term Study Abroad." Blacksburg, VA: Virginia Polytechnic Institute.

Spenser, Sarah E. and Kathy Tuma (2002) <u>The Guide to Successful Short-Term Programs Abroad.</u> Washington, D.C.: NAFSA.

FORMS

UCF

Stands For Opportunity

Short Term Study Abroad Program
Worksheet 1: Outcomes, Strategies and Logistical Needs

Prospective Program Name:		Sponsoring Department/College:	
Proposer's Name/date:		Term/Year:	

The tentative itinerary is a description of the learning activities intended to implement the learning outcomes listed in Worksheet 1. Neither the learning outcomes nor the itinerary are expected to be final at this time. However, they should provide a sound basis for the discussion of the length of the program and the preliminary budget.

Learning Outcome	Teaching/Implementation Strategy	Expected logistical needs (e.g., guests, lecturers, excursions, festival or museum tickets)

UCF
Stands For Opportunity

Short Term Study Abroad Program
Initial Proposal

The UCF Short Term Study Abroad programs are intended to enrich the educational programs of the university by adding experiences that take advantage of locations outside the US to enhance learning. The programs combine academic and experiential learning outcomes. An effective program requires faculty members who are knowledgeable of the locations and are capable of developing strategies to connect the sites abroad to the expected learning outcomes for the program.

The following proposal implies your intention of being engaged in the planning stages and participant approval for the program. Program leaders bear primary responsibility for the proper functioning of the program on-site, including attention to the administrative details and logistics to ensure that the program runs smoothly. In-country involvement beyond the academic component may include logistics, extracurricular activities, and safeguarding the personal safety of the participants. In addition to teaching, program leaders are expected to be available to students outside the classroom and participate in group activities. Leading a short term program requires a commitment of time and effort that goes beyond what is expected from that of teaching an on-campus course.

To ensure consistency in the development, implementation and evaluation of future study abroad programs, those interested in developing a program abroad are requested to complete the following information:

Name of Initiator (PRINT):	Department/Unit:	College/Division:
Email:	Telephone:	Proposed Program Term:
Proposed Program Name:	Proposed Program Location:	

The following information is preliminary and is intended to start a conversation about the prospective program. The main purpose of this approval is for the sponsoring unit to determine if the proposed program fits with their academic programs, academic learning compact or strategic plan (as appropriate). Following this approval, OIS will develop a follow-up proposal with more specific details about responsibilities, logistics and financial concerns.

Program Information

Proposed Program Name:
General Description of the Proposed Study Abroad Program:

Specific and Measurable Learning Outcomes (2 minimum):

The following items are evidence of the level of knowledge and experience of the program leader proposing the program. Lack of experience in the locations of the program does not mean the proposal will not be accepted. All programs must have involvement of a person or institution with enough local expertise to ensure the safety of the participants.

List the courses that may be part of this program that you have been approved to teach:

Describe your prior experience in the host country(ies) or region(s). Describe any experience you may have in the proposed location(s) and contacts you may have in the host country or countries.

Describe your previous experience teaching courses abroad. Describe your experiences. Describe your responsibilities while abroad and your expectation of responsibilities for this program.

Which language(s) is/are spoken in the proposed location(s) of your course? What is your level of proficiency in those languages? For program leaders with little or no applicable foreign language ability, describe how this barrier will be overcome (e.g., will the program use local lecturers, guides, additional faculty or TAs from UCF).

To be completed by the chair or director of the sponsoring unit:

Please state if you believe that the program and outcomes listed above are consistent with the unit's educational programs, academic learning compacts, or strategic plan.

The unit will review the academic content to ensure that it is appropriate and consistent with our standards.

Print Chair/Director Name:	Signature:	Date:

Short Term Program Protocol

Name:
Department/Unit:
UCF Email:
Office Phone:
Number of participants: _____ Minimum _____ Projected _____ Maximum
Graduate students will be accepted to the program?   [   ] Yes   [   ] No

Responsibilities of the Program Leader:

The Program Leader of a UCF short term study abroad program shall do the following:

1. Interview applicants, as part of the application process, to determine if the prospective participant's purpose and expectation is a good match for the program. OIS may remove the student from the program, if necessary, but will do so in consultation with the leader;
2. Abide by policies, procedures, and code of conduct outlined by UCF and, if appropriate, the partner institution abroad;
3. Participate in the student pre-departure orientation;
4. Participate in the program leader pre-departure orientation;
5. Notify OIS, and communicate in detail, any and all situations that arise during the program; specifically as they relate to student health and safety, emergencies, natural disasters, terrorist attacks, crimes against the student or property, etc.;
6. Function as Campus Security Authority (CSA) during the program and complete the necessary training to remain in compliance with the Clery Act guidelines.
7. Lead the program, plan and teach the course(s), and accompany students on program excursions, field trips, cultural events, etc., included as part of the program;
8. Serve as the UCF representative in country for student program concerns including housing, student conduct, health and safety, crisis management, etc.;
9. Ensure that students complete program and course evaluations;
10. Submit reimbursement receipts to OIS according with the UCF travel reimbursement policies;
11. Complete the UCF Travel Guidelines (FPO123) online course prior to the program departure date;
12. Notify OIS before the application deadline if there will be personal travel associated with program-related travel (specifically before or after);
13. Complete the End of Program Report before signing the reimbursement voucher.

The Program Leader does not:

1. Negotiate with vendors or institutional partners on behalf of themselves personally or the program for items or services outside of OIS;
2. Accept goods or services that may be perceived as perks by Human Resources. If there are questions, report it immediately to OIS;
3. Sign contracts, agreements, or riders on behalf of the university.

Responsibilities of the Office of International Studies:

1. Develop a webpage and promotional materials for marketing the program;
2. Coordinate the promotion of the program at UCF;
3. Administer the application and outgoing participant process;
4. Serve as liaison to institution abroad regarding program implementation;
5. Work directly with all vendors and institutional partners on behalf of the program;
6. Coordinate all payments to vendors;
7. Coordinate pre-departure orientations;
8. Collect and process all necessary student documentation needed for the program;
9. Provide support to the program leaders and students while abroad;
10. Schedule all ticket and travel arrangements as needed for the program.

Feb-13

I understand that the total per diem may be reduced after consulting with OIS in order to accommodate a reduced number of student participants than what was planned as part of the initial budget. I also understand that I, (my department, college or OIS) may opt to cancel the program – prior to a set deadline – if the number of student participants drops significantly and it is no longer financially feasible to run the program. I have also read and understood the Program Leader Handbook and will comply with all requirements enclosed within.

I, as the program leader, have reviewed and agree to the terms and conditions as listed above:

Signature	Title	Date
	Program Leader	

We have acknowledged and reviewed the agreed terms, conditions and expectations of the program leader and the Office of International Studies with our signatures below.

	Department Chair	
	College Dean	
	Office of International Studies	

Feb-13

Courses delivered as part of a study abroad program (either short term or reciprocal student exchanges) should be flagged appropriately to avoid confusion during the registration process and to ensure correct reporting. These courses are not part of the regular UCF schedule; therefore, they should not be rolled-over into the next year schedule.

Semester or session and term designator (e.g. Spring 2013,1470; Summer 2013, 1480)					
Section (the letter 'P' for partnership must precede the section number (e.g., 0P61):	0Pxx				
1) Subject: (e.g., Anthropology, History) 2) Prefix/Number [Consistent with Catalog or _955] 3) Course Title: As listed in the UCF catalog or as Study Abroad: Title of the course abroad (as approved by Department) 4) Credit Hours: (consistent with UCF catalog or as approved by department)	1)				
	2)				
	3)				
	4)				
Start Date:					
End Date:					
Location: (Main Off)	Main Off				
Mode of Instruction: (face to-face, web; as appropriate)					
Country:					
Special Group: (STYABDXCHN for exchanges, STYABDSHOR for short term programs)					
Instructor Name + PID (The instructor of record must be approved by UCF as having the credentials to teach a course in this discipline and at this level.)					
Grade [Consistent with Catalog] (e.g., 'ABC'; ABCS/U'; 'S/U')					
Enrollment (Courses taught abroad should be set up as CLOSED to avoid confusion during registration	CLOSED				
Permission Numbers Required:	Yes (doesn't have to be student specific)				
Additional Notes: (e.g., 'study abroad'; university affiliation, city)					

Approval Signature:_____

(chair of department where course is housed)

Resolution 2012-2013-3 Encouraging Funded Interdisciplinary Research
(from the Budget and Administrative Committee)

Whereas, the current academic climate across many disciplines, if not all, is to encourage and promote multidisciplinary and interdisciplinary research; and

Whereas, entities, such as National Academies of Science, have recommended that to facilitate interdisciplinary research academic institutions should focus on the development of policies to address cost-sharing and credit splits that are equitable to all parties involved; therefore

Be it Resolved that the Faculty Senate endorses current university efforts to allow equitable cost-sharing and credit splits among all involved parties.

Should Faculty be Allowed to Volunteer Time to Help Students Study Abroad?

Posted By gkruckemyer On December 12, 2012 @ 9:21 am In Colleges & Campus News,Opinions,Uncategorized | Comments Disabled

Why study abroad? Isn't it just an excuse to have fun and drink beer while getting college credit? In my world, absolutely not!

Pushing students to leave their comfort zones and explore the world is so essential to the learning process that many small, private liberal arts colleges have participation rates that exceed 90 percent. While large, public institutions like UCF may never be able to boast such numbers, study abroad is an amazing opportunity for those able to swing the time and finances.

Internationalization is hugely important on a student's resume and so relevant in how people view themselves and the world around them. I wish there were more scholarships or other ways to double, triple and eventually reach 90 percent UCF participation in study abroad.

Again, why study abroad? If there was one undergraduate experience that I would say was life-changing – it was my study-abroad experience.

My career goal all came into focus my sophomore year during the first dive I made on a six-week course that took me straight from the snow in Lewiston, Maine, to the turquoise waters of San Salvador Island in the Bahamas. I am now a marine biologist and I love what I do.

I vividly remember this first tropical dive and many additional dives, lectures and projects completed for this course. I also remember eating my first conch fritter, seeing my first hammerhead shark, the professor allowing me, and only me, to use his very expensive underwater camera, and seeing intact, massive fossil brain corals completely out of the water, documenting that sea levels have changed dramatically over the millennia.

Many of my colleagues around the country have similar love stories with their study-aboard experiences. Some of those who are now college faculty members help carry the torch by running their own study-abroad courses.

My UCF tropical marine biology class goes to Roatan, Honduras, for one week every other summer. I picked the safest location I could find for divers that would allow us to have a short, but extremely intense, underwater experience.

Of course, the expenses add up. I have looked at possible other venues, and determined this is the best place for my class. However, I have no control over the costs for flights or costs for running the course through Roatan Institute of Marine Sciences. It is one inclusive fee for food, lodging, lab fees and diving.

If I sign up 11 students, then my costs are covered by the institute. Student fees cover my flight cost, but I have never requested salary for this adventure. Nor am I interested in receiving salary for this one-week course. I feel like I am giving something back to UCF and it helps keep the students' costs a bit lower.

Not surprisingly, my chairs and deans for the past 10 years have all been OK with this arrangement. Sadly, now, this might all be history.

The union that represents faculty at UCF recently started grievance proceedings against the university, attesting that approximately 20 faculty members were overpaid for teaching abroad between 2009 and 2012, while others were underpaid for their contributions. According to the union, all faculty members are to be paid at the negotiated 12½ percent rate of their nine-month, academic-year salary for summer teaching.

I have no objection for this regulation on campus, but study abroad is a very different beast. And, as such, compensation should be adjusted appropriately. I am a union member and would never want another faculty member to be coerced into undercompensation, but I would appreciate an "opt-out" policy for salary in teaching situations such as this.

Should I be paid the same when my teaching includes diving on one of the world's nicest barrier reefs and consuming resort-prepared food? It seems very different than lecturing to a room of 430 freshmen at 8:30 a.m. I was initially listed as being overpaid in the grievance until it was clarified that I took no salary for the course.

In an unexpected twist, I then learned that, according to union rules, I cannot volunteer my time either. According to the rules, I have to be paid at the negotiated rate.

I was told by the union that I could donate my salary to charity if I so choose. Sadly, that misses the whole purpose of study abroad for both me, a faculty member who wants to share my passion, and the students who need to find their way to be successful in the 21st century.

Adding on my salary may seem simple enough, but it will likely price my study-abroad course out of existence.

I am currently recruiting what I hope will be my next "best class ever" in Roatan, wondering what is going to happen to that line item in the budget.

My hope is that the Faculty Senate or someone else will figure out a fix for this so that I can do what I love to do – teach students about coral reefs and create the next generation of engaged science professionals.

UCF Forum columnist Dr. Linda Walters is a biology professor at the University of Central Florida and director of the UCF Fellers House Field Research Station in Canaveral National Seashore. She can be reached at Linda.Walters@ucf.edu [1].

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URLs in this post:

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